DOCUMENT RESUME

ED 305 623 CS 009 628

AUTHOR Ridout, Susan Ramp
TITLE Manual for X504: Diagnosis and Remediation of Reading Difficulties.
PUB DATE 89
NOTE 42p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Diagnostic Teaching; Elementary Education; Higher Education; *Reading Diagnosis; *Reading Difficulties; Reading Materials; *Reading Tests; Remedial Instruction

ABSTRACT

This updated syllabus of a course taught at Indiana University Southeast treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom. The goals are to (1) identify principles of diagnosis; (2) review current reading tests, reading materials, and computer programs; (3) review current diagnostic test materials; (4) diagnose a child's reading problems via formal and informal procedures; (5) develop a remediation plan for the diagnosed child; and (6) write a case report to be sent to a local school. The syllabus is divided into five parts: overview, diagnostic measures, remediation, testing, and case study. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305623

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Susan Ridout

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

M A N U A L

for

X504

Diagnosis and Remediation of Reading Difficulties

Written by: Susan Ramp Ridout, Ph.D.
Asst. Professor of Education
Indiana University Southeast
New Albany, Indiana 47150

CS009628

TABLE OF CONTENTS

I. Overview

Syllabus

Calendar

II. Diagnostic Measures

Terms

IRI Markings

Tests

Informal

Formal

III. Remediation

Materials

Worksheet

IV. Testing

Instructions for Testing Session

Criteria Sheets

V. Case Study

Outline

Criteria Sheet

Letters

RidoutB: X504Syllabus

I. Overview

Syllabus

Calendar

SYLLABUS X504

1989/90

Instructor:	Susan K. Ridout	NOTE:	You must have the Reading pre-requisites to enter this class.
Office:	0014 Hillside Hall		
Phone:	945-2731, ext. 381 or 385		
Office Hours:	See office door		

Bulletin Description:

X504 Diagnosis and Remediation of Reading Difficulties in the Classroom (3 cr.)

P: E545 or S514 and P507. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

Text: Martha Collins and Earl Cheek. Diagnostic-Prescriptive Reading Instruction (3rd edition). Dubuque, Iowa: Wm. C. Brown Publishers, 1989.

Basic Goals:

Identify principles of diagnosis.
Review current reading tests.
Review current reading materials/computer programs.
Critique current diagnostic test materials.
Diagnose a child's reading problems via formal and informal procedures.
Develop a remediation plan for the diagnosed child.
Write a case report to be sent to a local school.

Course Outline

I. Understanding Diagnostic/Prescriptive Instruction
   - A. Definition
   - B. Components of a Diagnostic/Prescriptive Program
   - C. Roles of staff and parents in the diagnostic prescriptive program

II. Informal Diagnostic Procedures
   - A. Skills to be assessed
   - B. Informal Reading Inventory
     1. Construction
     2. Administration and interpretation
     3. Listening comprehension
   - C. Observation
     1. Checklist
     2. Anecdotal records
   - D. Attitude and Interest Inventories
   - E. Criterion Referenced/Objective Based
   - F. Cloze procedures
   - G. Group Reading Inventory
   - H. Others

III. Formal Diagnostic Procedures
  A. Formal Group Tests
    1. Survey Reading Tests
    2. Diagnostic Reading Tests
    3. Achievement Tests
    4. Intelligence Tests
  B. Formal Individual Tests
    1. Oral Reading Tests
    2. Diagnostic Reading Tests
    3. Auditory Discrimination Tests
    4. Auditory and Visual Screening Tests
    5. Intelligence Tests

IV. Diagnosis (General Information)
  A. Terms
  B. Organizing data
  C. Analyzing data
  D. Interpreting data

V. The Case Study
  A. Components
  B. Format

VI. Remediation
  A. Specific areas to remediate.
  B. Methods
  C. Strategies
  D. Materials/Computer Programs

Requirements:

1. Take test (Chapters 1-6) (200 points)

2. Participate in class

3a. Make materials list consisting of 5 published materials and their descriptions. At least one of the five must be a current computer program. Include reading level, cost, publisher, and date. Present material orally. Prepare a typed handout and make enough copies for classmates and two copies for the instructor. (One will be returned with remarks and the other one will be filed.) (25 points)

OR

3b. Diagnose and remediate a child of your chosing. You must test a child and participate in 5 hours of remediation. Keep a journal and discuss your diagnostic and remedial work in class. (25 points)

4a. Critique one (2) test. (50 points) You may choose your test from the following list: (*denotes that IUS has a copy of the test)

Reading Tests
*Botel Reading Inventory
*Brigance
*Burns and Roe Reading Inventory
*Diagnostic Reading Scales
*Durrell Analysis of Reading Difficulties
*Ekwall Reading Inventory
*Gates - MacGinitie Reading Test
*Gray Oral Reading Test
Iowa Silent Reading Test
*Kaufman - Test of Educational Achievement
*Peabody Picture Vocabulary Test
*Reading Miscue Inventory
*Wechsler Intellegence Scale for Children
Standford Diagnostic Reading Test
*Warncke and Shipman's Group Assessment in Reading
*Woodcock Reading Mastery Test
Other approved test

Dr. Ridout will review the Dolch, SORT, Wepman, SIT and RSI. Therefore, do not choose one of these tests to critique. Items to be included in your test critiques are:
Name of test
Authors of test
Name and address of publisher
Copyright date
Age or grade levels
Purposes
Areas of content
Types of items
Validity
Reliability
Norms
Desirable features
Undesirable features
Overall evaluation
Sources (must include a minimum of three)
*Some tests will not cover all of these items.

You must formally submit one test write up. You must be able to discuss either or both of your selected tests in class. Have copies of the tests available for classmates to see.

You will be graded only on your written work (unless you obviously do not know about your second, unsubmitted test).

OR

4b. Critique 5 articles related to diagnosis and/or remediation. Prepare a class presentation and discussion of three of the articles. Formally submit typed articles. Summarize, critique (with application) and give full citation. (50 points.)

5. Along with a partner, diagnose a child in a clinical setting (50 points).

6. Write a diagnostic/prescriptive case report. See handout for the format. Both you and your partner are responsible for the case study. Both of you should proofread it as points will be deducted for uncorrected errors. The case must not exceed three pages. (This will encourage school personnel to read the reports.) A brief letter written to the parents of the child must be submitted that gives some suggestions to the parents regarding things they can do to help their child read more effectively. (75 points)

NOTE: Do not average diagnostic measures. Do not quote IQ scores.

Carefully select tests that will best locate difficulties and will be efficient, considering the 2 1/2 hour testing limit.

All written work must be typed/word processed and submitted in duplicate --one to be graded and returned and one to be put on file. To be on the safe side... always keep a copy of your work.

Total of 400 points.

GOOD LUCK!

RidoutB: X504Syllabus

INDIANA UNIVERSITY SOUTHEAST
Reading Center

CALENDAR

Class 1
- Introduction to class
- Introduction to Diagnostic/Prescriptive Instruction

Class 2
- Diagnosis
- Terms
- IRI

Class 3
- Test Reviews

Class 4 and 5
- Students discuss tests
- (Critique is due)

Class 6 and 7
- Remediation
- Instructions for Diagnostic days
- Get room assignments for testing session

Class 8
- Class test
- Final notes prior to clinical testing

Classes 9 and 10
- Children are tested

Class 11
- Go over X504 test
- Students share materials/computer programs
- Group help for cases

Class 12
- Share case report with class
- (Case report and parent letter due)
- Prepare envelopes
- Evaluation

Class 13
- Correct case
- Mail

Class 14
- Closing activity

RidoutC: CalendarX504

II. Diagnostic Measures

Terms

IRI markings

Tests

Informal

Formal

IMPORTANT TERMS

Term	Definition
Achievement test	
Cloze Test	
Comprehension	
literal	
interpretive	
critical	
creative	
Criterion Referenced Test	
Diagnosis	
Group Reading Inventory	
IQ	
Interest Inventory	
IRI	
Maze Test	
Mean	
Median	
Mode	

Term	Definition
Norms	
Phonics	
Prescription	
Realiability	
Standard Error of Measurement	
Structural Analysis	
Survey test	
Validity	
Word List	
(Others)	

IRI MARKINGS

omissions

Circle word(s) that has (have) been omitted.

ex. The (old) man....

insertions ∧

Write the word that has been inserted.

ex. The ∧old man....

mispronunciation/ substitution ——

Draw a line through the word and write what has been said.

ex. The ~~man~~ men said....

inversion

Show what has been inverted by drawing an S curve.

ex. The man went home.

omission of punctuation X

Put an X over the punctuation mark that has been ignored.

ex. The old man was there.^X He then..

hesitations ✓

Put a check in front of the word that has caused the child to hesitate.

ex. The ✓lady saw....

repetition

Put a squiggly line over the word(s) that has (have) been repeated.

ex. The old man saw the dog.

Pronounced by examiner P

Put a P over word(s) that has (have) been pronounced by examiner.

ex. The Pold man....

Self correction C

Put a C through the word(s) on which the child self-corrects.

ex. The (mat man went....

RidoutC: IRI.Marks

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores
Dolch Basic Sight Words	Informal/ word list	Child's copy of words. Examiner's copy of words.	220 words pp, p, 1st, 2nd, & 3rd grade lists. Give child one list at a time until frustration point (usually about 60%). Check comprehension of a few selected words in sentences.	Percent correct on each level given.
Slosson Oral Reading Test	Formal/ Individual word list	2 copies of SORT (May need to have child's copy cut into single lists.)	Begin "average" child 2 yrs. below grade level. Establish basal by correctly pronouncing the total list of words. Each word can take no longer than 5 seconds. Continue until ceiling (total list unrecognized). Turn to chart to establish grade equivalent.	Grade equivalents

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

TESTS

Test Name	Classification	Materials	Comments/Procedure	Scores

III. Remediation

A. Materials

B. Worksheet

MATERIALS

Material	Publisher	Classification	Description
Specific Skills Series	Barnell Loft	leveled booklets	Booklets covering readiness through grade twelve. Nine specific skills such as main idea, following directions, identifying inferences, drawing conclusions, etc. are focussed upon. Each lesson contains high interest material geared to a specific reading level. Multiple choice items are then answered. This program may be self-checked.

MATERIALS

Material	Publisher	Classification	Description

MATERIALS

Material	Publisher	Classification	Description

MATERIALS

Material	Publisher	Classification	Description

MATERIALS

Material	Publisher	Classification	Description

MATERIALS

Material	Publisher	Classification	Description

X504 WORKSHEET
Diagnosing and Remediating Specific Problems

In your group, list clues that would lead you to suspect the given problem and then give three examples of ways to remediate the problem.

1. Child is unable to locate useful structural elements in words.

Clues Remediation

2. Child has problems with initial consonant sounds.

Clues Remediation

3. Child has problems with hard and soft c and g.

Clues Remediation

4. Child has problems with initial blends or digraphs.

Clues Remediation

5. Child has problems with vowel sounds.

Clues	Remediation

6. Child has trouble with literal comprehension.

Clues	Remediation

7. Child has trouble evaluating information read.

Clues	Remediation

RidoutD: X504Worksheet

IV. Testing

Instructions for Testing Session

Criteria Sheets

Instructions for Testing Session

Post list of tests (in order) on testing room door. Name of child and examiner should also be posted. This is your responsibility. You will be graded individually. Have an extra test ready in case the child completes your approved tests faster than expected and you need additional information. You must use: A(n) IQ measure (PPVT -- a test of hearing vocabulary will suffice, or SIT); SORT; Dolch List (for younger students) or another sight word list; an oral reading measure (in passages), a silent reading measure, and other tests of your choice.

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

RidoutC: CriteriaX504

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

RidoutC: CriteriaX504

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

RidoutC: CriteriaX504

Examiner_____

CRITERIA SHEET

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Examiner_____

	Low				High	Comments
Student established rapport.	1	2	3	4	5	
Student selected appropriate tests.	1	2	3	4	5	
Student was well prepared.	1	2	3	4	5	
Student's materials were organized.	1	2	3	4	5	
Student properly administered tests.	1	2	3	4	5	

Child Being Tested_____

Your diagnosis:

Word Recognition

Oral Reading

Comprehension

Signed_____

RidoutC: CriteriaX504

V. Case Study

Outline

Criteria Sheet

Letters

INDIANA UNIVERSITY SOUTHEAST
Reading Center
New Albany, IN 47150

INSTRUCTIONAL REPORT: READING

Name: **Date of Report:**

Birthdate: **Age:** **Grade:**

Parents: (Type name, address, and telephone number)

School: (Type name of principal, name of school, address of school, and telephone number of school, if known)

Examiners: List names of X504 students

REASON FOR REFERRAL: (Write one short paragraph stating who referred the child and the reason given for referral. See parent interview, application, and any other reputable sources of information.)

BACKGROUND INFORMATION: (Write a paragraph giving any information which is pertinent to the reading problem, diagnosis of the reading problem, or remediation of the problem.)

NATURE OF THE READING PROBLEM: (Discuss what you have found to be the primary and secondary reading problems. In this paragraph be precise and definitive. You will elaborate later in the SUMMARY OF INSTRUCTION or in TEST RESULTS AND FINDINGS.)

TEST RESULTS AND FINDINGS: This section will vary in length and composition since you have done varying amounts of testing. All test scores should be included, except for IQ scores, along with a short descriptiong of any test you mention. Any pertinent information regarding your observances during the testing period can be included here. In cases where more informal tests were used, the section will be more descriptive than quantitative.

You might start with the following statement but it is not mandatory that you use this statement.

In order to formulate instructional strategies and remedial activities, various formal and/or informal diagnostic assessments were made. These include:

RECOMMENDATIONS: (The number of recommendations will vary, depending on the needs of each child. Skip any of the following recommendations that do not apply. Number your recommendations consecutively.)

1. (The first recommendation deals with whether the child is a reading disability case or not. Include recommendations in response to: "Who can most effectively give the reading instruction?")

2. (The second recommendation states the instructional levels.)

3. (If appropriate, the third recommendation makes suggestions in reply to, "Are there any limiting conditions within the child that must be considered?")

4. (Are there any recommendations concerning word recognition skills? If so, list strategies, helpful materials, etc.)

5. (Are there any recommendations concerning comprehension skills? If so, list strategies, helpful materials, etc.)

6. (Are there any recommendations concerning oral reading skills? If so, list strategies, helpful materials, etc.)

7. (Are there additional recommendations? Add any others in order of priority.)

CONCLUDING STATEMENT: (This report should be concluded with a brief summary statement.)

This format is a modification of one used by the Reading Clinic at MSU, Murray, Kentucky.

The report must be typed. Paragraphs will be single-spaced with double spaces between the paragraphs and three or more spaces between sections.

The headings should be spaced as in the outline. Do not type the instructions included in parentheses.

Write the report in the third person.

Various sections of the report will vary depending upon the testing, tutoring, and/or recommendations for the child.

You must submit two copies of the case report, one for the school and one for the I.U.S. file.

This report should be of a professional nature. Watch grammar, spelling, typographical errors, etc.

GOOD LUCK!

RidoutC: Instr.Report

Names_____

_____

CASE STUDY X504

The Case Study:	Rating High		Low
1. Includes all parts of the study as described in the Case Study Handout.	3	2	1
2. Includes appropriate write up of tests used.	3	2	1
3. Discusses the findings of test results in sufficient detail.	3	2	1
4. Contains no IQ scores.	3	2	1
5. Includes recommendations that are clearly stated and are suitable to further accomplish established goals.	3	2	1
6. Includes appropriate and current published materials in the recommendations section.	3	2	1
7. Contains no sweeping generalizations.	3	2	1
8. Contains no awkward sentences.	3	2	1
9. Is grammatically correct.	3	2	1
10. Is neatly typed and has a professional appearance.	3	2	1

TOTAL _____

-3 per uncorrected errors: _____

TOTAL _____

Please self-rate and submit with your case report.

RidoutC: Casestudy504

INDIANA UNIVERSITY SOUTHEAST

Reading Center

Dear Parent:

A copy of the case study written on your child (when she/he came to IUS to be tested for reading skills) has been sent to your child's school.

Among the items included in the report are the diagnostic measures that were used, followed by your child's results. From these results recommendations were written. The Recommendations Section is perhaps the most important part of this report because it lists specific suggestions to the teacher to help your child reach his/her reading capabilities. I suggest that you discuss all sections of the report with your child's teacher.

Enclosed herein please find a letter from your child's examiners. It is hoped the case study and the enclosed suggestions will be helpful as you and the school's personnel strive to help your child reach his/her potential. Thank you for your cooperation. Please know that concerned parents like you are much appreciated by educators.

Sincerely,

Susan R. Ridout
Director
IUS Diagnostic Reading Center

enclosure

RidoutD: Parentletter2

INDIANA UNIVERSITY SOUTHEAST

Reading Center

Dear Principal:

Enclosed you will find a copy of the case study written on _____ when she/he came to IUS to be tested for reading skills.

Among the items included in the report are the diagnostic measures that were used, followed by the child's results. From these results recommendations were written. The Recommendations Section is perhaps the most important part of this report because it lists specific suggestions to the teacher to help the child reach his/her reading capabilities. I suggest that the child's teacher read it with care.

The child's parents are receiving a letter giving them some suggestions to help them more effectively reinforce reading skills needed by their child. The child's parents are not, however, receiving a copy of the enclosed report since the test results could be misinterpreted without the help of trained educators. Therefore, parents have been urged to contact the school to discuss the results with the child's teacher or a school counselor.

Two certified teachers helped prepare this report. In addition, I have read the enclosed document. Nevertheless, the child's case study is based on a short involvement at the Diagnostic Reading Center. While it is hoped the contents will be helpful as your school's personnel strive to help the child reach his/her potential, the results and recommendations were not written by certified psychometrists. Therefore, you and the child's teacher may determine whether or not the contents justifies being made part of the permanent file.

Sincerely,

Susan R. Ridout, Ph.D.
Director
IUS Diagnostic Reading Center

enclosure

RidoutD: Principalletter